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ABSTRACT

The Program for Advancement of Learning (PAL) program for multilingual students at Curry College, Milton, Massachusetts, provides multifocused support for student with learning disabilities who are not native speakers of English. An evaluation of PAL revealed lessons that will be helpful to other institutions wishing to serve this population of students. Since fall 1995, 72 students representing 30 countries have been served by PAL for Multilingual Students. Interviews with 36 of these students and with 19 faculty members who have worked with PAL students show a number of things about the program. Motivation and emotional stability were shown to be the key factors for successful students. Early identification of at-risk students has proved to be important, and it is apparent that IQ scores are not solid indicators of persistence or success. Many factor should be considered in admitting a student; test scores often are not a reliable indicator of academic success. Students with a range of skill levels have been successful in PAL when they receive strong academic advising and mentoring, with easily accessible help that meets the needs of the students. Students have identified support, understanding, and respect as three important characteristics of the program. An appendix contains the emotional well-being checklist used for the study. (Contains 30 references.) (SLD)

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Providing Support Services for College Students With Learning Disabilities Who Are Not Native English Speakers: The Challenge of the LD/ESOL Student

PAL for Multilingual Students, a unique offering at Curry College in Milton, Massachusetts, provides multi-focused support for students with learning disabilities who are not native speakers of English. This service is a component of the college's well-known comprehensive support program for college-able students with learning disabilities, Program for Advancement of Learning or PAL. Students are supported in making a successful transition to studying in a new cultural environment, in improving academic English skills, and in developing successful learning strategies. This combination of services has proven to be very successful. Since fall 1995, seventy-one students representing thirty countries have been served by PAL for Multilingual Students. Sixty-six percent of these students have graduated or are still enrolled at the college. The rate of persistence to graduation for 1995 - 1998 is 59%. The average first-year retention rate for first-time freshmen for 1998 – 2001 is 74%. Lessons learned from an analysis of the first seven years of PAL for Multilingual Students will be helpful to other programs that wish to serve this population of students. Issues include identification of LD/ESOL students, teaching theories, program design, program results, student profiles and persistence rates, faculty and student perspectives, and lessons to be learned.

Lessons to be Learned from the Review of PAL for Multilingual Students

1. Motivation and emotional stability are key factors in successful students.
2. Early identification of at-risk students is important so that support focused on motivation and emotional issues can begin early in a student's career.
3. IQ scores are not solid indicators of persistence or success.
4. Psychoeducational test scores are often not a reliable reflection of an LD/ESOL student's abilities.
5. A variety of factors should be considered in evaluating a candidate for admission.
6. With appropriate suppor,t students with a range of skill levels can be successful.
7. In this study AD(H)D did not appear to be a key factor for those who did not persist.
8.. The oral skills of multilingual students are usually superior to their reading and writing skills. Decisions about the amount of support needed should not be based on a student's conversational ability.
9. Academic language is an important area to support.
10. Cultural and transition issues should be recognized and addressed.
11. International and transfer students with learning disabilities may need additional support during their first two semesters.
12. Strong academic advising is important.
13. Close mentoring provides a needed connection to the community.
14. Help should be easily accessible.
15. Students identify three important characteristics of the program: support, understanding and respect.

Background

Colleges and universities in the United States provide accommodations for students with learning disabilities under the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 (Brinckerhoff, Shaw and Maguire, 1993, pp. 20-29). However an important group of college students may not be receiving the kind of support they need to be successful. A significant number of college students in the United States are not native speakers of English. These students may be international students, students from the Commonwealth of Puerto Rico, U.S. residents or citizens whose home language is not English. Within this group are students who have learning disabilities. It is estimated by the National Center for Learning Disabilities that 5 – 10% of the general population have some type of learning disability (1999-2002). A similar percentage can be expected to occur in multilingual college students. According to Brinckerhoff, Shaw and Maguire, "College students with learning disabilities are the fastest-growing disability group" (1993, p. 20). Some of these students will have been recognized since childhood as having learning disabilities; others' learning issues will have only recently been identified. Another group will be experiencing difficulties because of unrecognized disabilities.

Identifying learning disabilities in non-native English speakers is an issue that school districts, postsecondary institutions and adult education programs are working to resolve. Many times the student's lack of progress is attributed to language problems (Ortiz & Graves, 2001, p. 31; Ortiz 2001), low intelligence, or weak motivation. Providing accurate assessment of cognitive abilities is difficult due in part to the interrelationship between language and intelligence and also to the use of test instruments that are culture-bound or normed on a population that is not representative of the test-taker. Some bilingual students are caught between two languages with neither language being completely dominant. All of these factors make accurate identification of learning disabilities very difficult (Rooney & Schwarz, 1999, pp. 10-12).

Once the learning disability is identified the student can receive support services under the ADA, IDEA or Section 504. In postsecondary institutions this support is usually accessed through the Office of Services for Students with Disabilities or the ADA/504 Coordinator. Many institutions offer support services for students with learning disabilities of a more or less comprehensive nature. (Mangrum and Strichart, 2001). However, the LD/ESOL student has a unique set of problems. Acquisition of academic language skills in English, particularly reading and writing skills, is often compromised by the learning disability so the student needs academic support with a double focus: improvement of academic English skills and development of more efficient learning skills. In addition to skill development, students entering from other countries and cultures need assistance in making the transition to a new and sometimes alien living and learning environment. McLoughlin and Beard from the University of Buckingham, England, cite issues that affect these students. Cultural adjustment, different educational systems and expectations, and racial discrimination are mentioned. "The multilingual student is therefore at risk of failing to adjust to the experience of higher education. Learning support resources within universities need to be adapted to the specific problems faced by overseas students" (2000, p. 163).

Curry College in Milton, Massachusetts identified this special population in the early 1990's. Curry is a small, private, liberal arts postsecondary institution with an undergraduate enrollment of approximately 1400 students, a continuing education program and two masters programs. Curry is well-known as a pioneer in supporting college-able students with learning disabilities through its Program for Advancement of Learning (PAL) which has been in operation since 1970.

As an increasing number of international students with learning disabilities applied to Curry and to PAL, the college decided to develop additional support services to meet these students' needs. In fall, 1995, PAL for Multilingual Students identified its first group of students. As a preparation for developing PAL for Multilingual Students, a theoretical foundation was developed that integrated research and pedagogy in language acquisition, cultural transition, and in supporting students with learning disabilities. The effort to understand the interconnections between learning disabilities and language acquisition is relatively recent; it is a growing field of interest in research and practice.

Theoretical Considerations

The Program for Advancement of Learning is grounded in the idea of strength-based instruction that leads students to a metacognitive awareness of their own potential. Looking at themselves from the perspectives offered by Howard Gardner's theory of several intelligences (1983), students identify their dominant intelligences and strategize ways to maximize these strengths and accommodate for their areas of difficulty. Analysis of the results of the Wechsler Adult Intelligence Scale (WAIS III) further clarifies the cognitive profile and raises question of possible attention deficits and concerns with executive functioning. Learning preferences are identified through the Myers Briggs Type Indicator (MBTI) (1977). Students develop an understanding of how learning takes place and how the theory applies to their unique profiles. Based on Vygotsky's descriptions of the importance of social interaction in the process of development (1978), learning conversations are an integral part of life at PAL (Gabow, 1995; Pennini & Peltz, 1995). Strong learning partnerships are developed between instructor and student. The PAL model is in harmony with Melvin Levine's principles of educational care which include the importance of students developing positive ideas about themselves and their future possibilities through "preservation of pride, protection from humiliation, and strengthening of strengths"(1994, p. 268).

In PAL for Multilingual Students, research and practice in second language acquisition is integrated with theory and practice for students with learning disabilities. Stephen Krashen's affective filter and input hypothesis theories offer two important insights. Students need to have their affective filters lowered to allow new learning to take place. Lowering this filter will allow for new input to raise the level of acquisition. The input hypothesis postulates the idea that students need input that is meaningful and slightly above the current level of skill (1982). It is closely related to Vygotsky's idea of the proximal zone of development (1978). Following these ideas the instructor meets the students at their current levels and leads them to a higher level (Cousin et al, 1995).

Jim Cummins' work discusses the difference between BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency Skills). For most language learners it is much easier to acquire basic communication skills which are used in a social context but more difficult to develop the abstract CALPS that are

needed for success in higher level academic work (1980, 1984). The conversational proficiency of many multilingual students masks a serious deficit in English reading and writing skills.

The work of Leanore Ganschow and Richard Sparks in foreign language learning and students with learning disabilities provides an important perspective on the stress of new language learning. Since language learning deficits in the home language have often already been accommodated for both formally and informally and even forgotten, students may be surprised and discomforted by the reappearance of these problems under the stress of new language learning; old feelings of inadequacy and anxiety may reappear. The linguistic coding differences that weak language learners often possess hinder the acquisition of the new language. These students need the written code made explicit because they do not observe or note syntactical, grammatical and spelling patterns that are regularly intuited by strong language learners (1993a, 1993b).

Complicating the acquisition of language skills and success in new learning environments is the successful or unsuccessful process of acculturation as described by John Schumann (1986). By making this often hidden process transparent to the students, teachers and counselors help them to process the experience metacognitively and gain some control over its impact.

Cross-cultural and cross-linguistic assessment is a poorly developed area. Irving and Berry (1988) provide a broad look at the difficulties involved in Human Abilities in Cultural Context. The work of Feurstein, Miller, Rand, & Jensen in dynamic assessment provides support for the idea that understanding this population is an ongoing dynamic process (1981). Evaluating the test results of LD/ESOL students must be a broad-based process that includes educational and cultural background, past performance and on-going performance (Ijiri & Rooney, 1995, pp. 212-215).

Several authors give practical information for combining learning and language acquisition practices. Elsa Auerbach's writing on participatory curriculum design highlights the importance of the students' contributions to curriculum and classroom practice in helping them understand what they are doing and why they are doing it (1992). Margaret Early gives examples of ways to scaffold the development of CALPS in the classroom by providing key visuals (1989). Renata Schulz discusses learning styles and second language acquisition (1991). Cousin et al, (1995) present a vision of classrooms and institutions that are open to varieties of learning styles.

The harmony between good pedagogy for students with learning disabilities and students developing academic language skills in English is apparent and provides the theoretical support for PAL for Multilingual Students. The strength-based metacognitive approach of PAL is complemented by an added level of support and mentoring around academic language and cultural transitions.

PAL for Multilingual Students Program Design

PAL for Multilingual Students is structured to provide each student with strong connections to the learning environment. The Coordinator works closely with admissions personnel and evaluates students' test reports. The Coordinator is the academic advisor for the first two years that the student is a member of PAL. Mentoring is provided through many channels. The Coordinator is frequently the student's PAL instructor or

works closely with other PAL faculty who teach these students. The Coordinator liaisons with non-PAL faculty, administration, staff, parents and external agencies.

An important component of the program design is the inclusion of one or two semesters of American Culture and Language for most of the target students. These classes carry three credits each semester and are open to all Curry students who are not native speakers of English. They are usually taught by the coordinator of PAL for Multilingual Students and complement the college's other writing and reading courses on the developmental level which prepare students for the required courses: Writing Workshop I and Writing Workshop II.

The American Culture and Language classes have several goals. One is to help students prepare for the required writing courses. Another is to help them succeed in their other classes by developing and practicing English skills that are required for college level work. Analysis of important cultural themes is included to deepen students' understanding of the role of culture in communication. The curriculum and methodology of the classes are based on theories of second language acquisition as well as strategies to accommodate multiple learning styles. Emphasis is on developing the Cognitive/Academic Proficiency Skills (Cummins, 1980, 1984) which speakers of other languages need in English to be successful on the postsecondary level.

From a programmatic point of view the opportunity to work with the LD/ ESOL students in a class setting provides very important information about the students which is used in advising them and in communicating with their other instructors. Since formal evaluations often do not accurately portray students' strengths and areas of concern, on-going evaluation may help to sort out general learning issues from language learning weaknesses. This teacher – student interaction strengthens the mentoring relationship and keeps the students connected to program personnel in a dynamic way. The classes offer a safe environment for students to develop confidence in speaking, listening, reading and writing English in a college class.

PAL for Multilingual Students fits well into the existing framework of PAL. Students are offered the opportunity to attend Summer PAL for three weeks in June or July preceding their first year. Successful completion of Summer PAL earns 3 credits. In the first year PAL students take courses in the Learning Process in fall and spring. Each course carries 1.5 credits. Students meet with their PAL instructors individually and sometimes in small groups for approximately two and a half to three hours a week at a schedule arranged by the student and instructor. After the first two semesters, students may choose to participate in full time PAL, half-time PAL or no PAL. No further credit is given for PAL courses after the first year.

PAL for Multilingual Students 1995-2002
Student Profiles

Seventy-one students have been supported through the program since its beginning in fall, 1995. These students have a wide variety of backgrounds. They come from Asia, Europe, the Middle East, Central and South America, Puerto Rico, the Caribbean and the United States. Thirty countries are represented. Of the seventy-one students thirty-two are international, twenty-six are from Puerto Rico, and thirteen are residents or citizens of the United States with a multilingual heritage. The rate of persistence to graduation for 1995 – 1998 is 59%. This rate compares favorably with the

college's rate of 48%. The average first-year retention rate for first-time students from 1998 – 2001 is 74%. The college's rate is 67%. Considering the expected fragility of the LD/ESOL population, these figures indicate that the program is successful in supporting our LD/ESOL students.

As part of a program review conducted in spring, 2002, several areas were studied to identify characteristics of successful students. The study divided the students into 'persisters' and 'non-persisters' (Students who left with a GPA below 2.0). The purpose was to identify differences between the two groups. Students' IQ scores, verbal, performance and full-scale, were averaged. Skill levels in general English ability, in oral ability, in reading and in writing were rated on a scale of 1-6:

Above Level – 6
On Level – 5
Low Average – 4
Below Average – 3
Deficient – 2
Dysfunctional – 1

IQ scores were taken from results of the WAIS-R or WAIS III and averaged. Results were separated into two categories: tests taken in English or tests taken in Spanish. The evaluations in Spanish used a variety of instruments which are Spanish translations, normed on a Puerto Rican population, of the WAIS or the WISC-R (Escala Intelligencia Wechsler para Adultos, EIWA, normed in 1968; Escala Intelligencia Wechsler de Ninos – Revised for Puerto Rico, EIWN-R PR, published in 1993) (Kuhlenschmidt, 2001). Some evaluators used a Spanish translation but U.S. mainland norms. Because of the variations in test administration and the age of the norms for the EIWA the difference between results in English and Spanish should be viewed with caution. *The more important point is that the difference between scores of persisters and non-persisters in either language is not significant.*

English	**Ave. Full Scale IQ**	**Ave. Verbal IQ**	**Ave. Performance IQ**	**Ave. Verbal subtest score**
Persisters	94	95	95	7
Non-persisters	101	97	105	8

The IQ scores for persisters ranged from the 70 to 115. For non-persisters the range was from 74 to 133.

Spanish	**Ave Full Scale IQ**	**Ave. Verbal IQ**	**Ave. Performance IQ**	**Ave. Verbal subtest score**
Persisters	111	108	114	11
Non-Persisters	115	117	111	12

No differences were noted in skill levels between the two groups.

	Ave. General English Skills	**Ave. Oral Skills**	**Ave. Reading Skills**	**Ave. Writing Skills**
Persisters	4	5	3	3
Non-Persisters	4	5	3	3

In addition to IQ scores and English skills, motivation and emotional issues were rated as one category. A twenty-three question rating scale was developed. Students were evaluated on a scale of 1-4 with 4 being the top score. Ninety-two is the highest possible score. Here a difference is easily observed between the two groups.

Motivation and Emotional Issues	Average Score
Persisters	68.8
Non-Persisters	48.8

The question of the impact of AD(H)D is harder to answer because diagnosis is more difficult. However, according to observations by instructors and specific mention on test evaluations, this condition is not a significant negative factor in distinguishing the two populations. Of the 17 non-persisters with low GPA's only four out of seventeen were identified as AD(H)D. Out of the total population of seventy-one students, thirty-three students were identified as having symptoms of attention deficit on test reports. According to a survey of instructors, twenty-eight were identified with symptoms. In the majority of cases teacher observation and conclusions from formal evaluations were the same. It would appear that approximately 28 % of the non-persisting students show signs of AD(H)D. The percent seen in the total population of seventy-one students is between 40 and 45%.

Discussion

Several conclusions can be drawn from this study of seventy-one LD/ESOL college students:

- IQ scores are not strong predictors of success.
- The English levels of the two groups are very similar with oral skills generally on-level and reading and writing skills below average.
- The occurrence of AD(H)D is not a significant factor for students who do not persist.
- With appropriate support students with a range of skill levels can be successful.
- One of the key indicators of persistence appears to be strong motivation and emotional balance.
- It will be important to set up mechanisms for early identification of at-risk students and to develop a series of interventions to help those who appear to have problems with motivation and/or emotional balance.

Faculty Perspectives

Nineteen members of the PAL faculty have worked with the multilingual students as their PAL instructor. These teachers were surveyed on a variety of issues: appropriateness of the student for Curry and PAL, accuracy of test reports in describing students, qualitative and quantitative differences in the type of support needed for the LD/ESOL students in comparison with their other PAL students' need for continued support, and suggestions for training and help for faculty members themselves.

According to the Curry College catalogue, "PAL is designed for students who have a primary diagnosis of a language-based learning disability and who have average to above average intellectual ability (2001, p.142). Instructors rated all seventy-one students as appropriate for PAL and for Curry. Only thirty test reports out of seventy-one (42%) were believed to be reflective of the students' abilities as seen in college performance. This leaves a majority of reports that overestimated or underestimated a student's abilities. A slight majority found that the students were stronger than the test results indicated. "Report underestimated work ethic, didn't show communicative strengths, cognitive skills higher." Others noted that the reports did not reveal "poor writing skills, ADD, organization problems or weak language processing."

In 53% of cases PAL faculty found that the amount of support time needed by the LD/ESOL students was about the same as was needed by their other PAL students, however, most instructors stated that there were many qualitative differences in the kind of support required. Students needed more help with writing, with interpreting assignments, with reviewing material, especially vocabulary, for exams. Cultural and social issues were important components of the learning discussions. Students needed to "talk about where they came from." One instructor reported that it took her almost a semester to break down the student's cultural "wall of politeness" so he could be open about his needs. Emotional support around transitional issues such as loneliness, culture shock, different social customs, family issues, balancing freedom and responsibility and even activities of daily living, such as understanding and paying bills, were important parts of PAL sessions. For some students absences from classes constituted a major problem and required much follow-up by the instructor.

A few PAL for Multilingual Students transfer into Curry from their home countries at the second or third year level. As a result they take higher level courses without a transition period of introductory classes. The first semester for these students is often very demanding as they struggle with higher level classes, concepts, and vocabulary as well as with imbedded cultural assumptions. Instructors find that these students often need additional academic support in the beginning plus assistance in cultural transition. Their abilities are frequently masked by the language demands they meet right away. Teachers reported that most students became more independent as the semesters progressed. Only about 20 students, 28%, needed the same amount of support throughout their time at PAL. Others transitioned to half-time PAL or worked without PAL services.

Informal consultation with the program coordinator on an as-needed basis was cited as the primary kind of help requested by the faculty. Support with parent contacts, feedback from the student's performance in American Culture and Language, and group meetings to discuss students and teaching issues were also listed as important support pieces. Faculty would like to know more about the assumptions of different cultures concerning learning, school, authority, men and women. Other topics of interest were grammatical problems typical of different languages, computer programs that could help with communication and specific strategies for working with students from a particular language backgrounds.

Three faculty who are not part of PAL, but who have worked closely with PAL's multilingual students, were also interviewed. All agreed that the students contribute to their classes by providing insights and perspectives from different cultures. They assist in developing cross-cultural discussions in the classroom and help other students have a

wider view of the world. All three instructors used a variety of methods to accommodate different learning styles in their classrooms. They review and preview material at the beginning of class and build in some flexibility in grading by offering different ways to earn points. The opportunity to do drafts of major written assignments was noted as beneficial to all the students as well as to the LD/ESOL students. One teacher mentioned that he had recently given sets of notes to students in an accelerated management class with many multilingual members so that the students could work more efficiently. Two agreed that students who participate seem to be more successful than those that do not. The suggestion was made that we should be looking at candidates who have demonstrated persistence over time through outside activities. These professors have seen many LD/ESOL students grow in language ability and skill and be very successful.

Student Perspectives

Thirty-six PAL for Multilingual Students were interviewed about their experience at Curry. Six of these are graduates. Students were happy with their choice of Curry. They liked the size of the school for many reasons. Classes are small; teachers get to know their students, help is available. Students reported that they were doing well, were getting a good education, and had opportunities to work well. Many students cited the availability of PAL as a benefit.

Positive aspects of their experience at Curry included making new friends and meeting other international students. Gaining independence and learning to live by themselves was important. Students reported that teachers are 'down to earth', open-minded and approachable. They motivate students. Students felt that they learned a lot in classes.

Negative aspects were concerned with campus living rather than academics. Homesickness and distance from home were problems for a few. One student felt that it was hard to blend with American students. Another believed there was a lot of stereotyping and two mentioned a small amount of racism.

When asked about their experiences at the Program for Advancement of Learning, students were extremely positive. Support, understanding, respect, a positive point of view and friendliness were primary descriptions of their relationships with their PAL instructors. Development of confidence, help with organization and strategy development were highlighted. One student noted that the instructor helped in everything because, at first, he didn't know how to 'manage' school. Another talked about how helpful the teacher was in showing him what his professors expected in papers. A third said that the support helped her with her G.PA. and kept her at Curry. Many students were enthusiastic about the assistance they received with academic English especially writing. Several mentioned the importance of their attendance at the Summer PAL program. "An awesome learning experience with so much care," summed up the experience of many. A few had complaints about their instructors' office hours or lack of expertise in a particular subject. One of the non-persisters admitted that he didn't use PAL because he preferred working on his own.

Almost all students in the program take one or two semesters of American Culture and Language to strengthen their academic English skills and to help with the transition to college in the United States. Students were pleased with their experience in these classes. They rated them as helpful particularly with learning to write essays, doing

oral presentations, learning vocabulary, recognizing appropriate language, and understanding American culture. Students believed the classes were a good preparation for Writing Workshop I and II, both required courses. One student commented that the classes "pointed me in the right direction". The students enjoyed meeting and working with other international/multilingual students and learning from one another.

The students who had graduated from the program mentioned several benefits of their PAL/Curry experience: learning time management skills, gaining the confidence to be independent and doing work that they never thought they would be able to accomplish. Graduates reported that they understood more about learning disabilities. They were taught to think, break down concepts in order to comprehend them, organize work, understand vocabulary, and write better in English. Taped books and untimed exams were important accommodations. For students far from home in an unfamiliar environment, PAL for Multilingual Students provided a connection with the new environment; the support helped the students make the transition and master the new setting.

Students made interesting suggestions for improvements at Curry. One recommended that the college should work to help American students be more open-minded and hospitable. Another noted that international students need to learn to respect each other. A few suggested more focus on internationals: recruiting more and providing better support especially during the first semester.

Survey of Four-Year Postsecondary Institutions with Comprehensive Support Programs for Students with Learning Disabilities

One hundred and three institutions in the United States and two in Canada were contacted by e-mail or by letter. These institutions, like Curry, have comprehensive support programs for students with learning disabilities. Replies were received from forty-one institutions (44%). Of that group five indicated that they provided support for the learning disabilities and the language issues of students generally by combining services offered at the institution for non-native speakers with the learning disability support offered. Five made some attempts to meet both needs and thirty-four did not provide service around the language issues. Of these latter institutions many stated that they did not have LD/ESOL students in their population or they had not identified these students. There are many other avenues of research to be explored here. For example, many two-year institutions and community colleges may have a larger population of multilingual students with learning disabilities since they offer a more developmental approach to academics than do many four-year institutions. *However, it appears that PAL for Multilingual Students is unique in its focus on providing mulifaceted support in one program.*

Important Characteristics of PAL for Multilingual Students

PAL for Multilingual Students has several characteristics that have proven to be important in the success of its students. Students rated their experience at PAL very highly. Throughout their comments ran the theme of connection and support. Students valued the partnership with instructors that helped them develop self-confidence and independence.

- Close mentoring establishes an on-going connection. This mentoring begins with student contact upon acceptance to Curry.
- Strong academic advising provides the students with an opportunity for structured planning and consistent review of progress as they master the college environment.
- Assistance with cultural transition and "learning the systems" prevents frustration and exaggerated culture shock.
- Close parental contact, if requested, facilitates the flow of communication across cultural and geographical distances.
- Program personnel's activities as liaisons with various constituencies of the Curry Community help to educate staff and faculty about the needs of the students.
- A proactive stance with the students improves the chances that needed help will be readily available.
- Beyond the mentoring role, PAL for Multilingual Students focuses on providing support for the development of learning strategies and academic English skills while being sensitive to cultural expectations and differences. Students value the recognition of and respect for their cultural heritages. They appreciate the understanding of the difficult task they are performing by studying far from home and in a sometimes alien environment.
- Through American Culture and Language classes, students develop a support group for each other which helps to make them feel at home.

Although each institution or program has different resources and capabilities, the key ingredients in Curry College's support for multilingual students with learning disabilities can be replicated in many different settings. Connection is the operative word in this type of support. LD/ESOL students need to be tied into the learning community through personal relationships. In his discussion of methods that help students succeed, Levine notes, "Teachers can serve as advisors, academic coaches or mentors. ... Kids have trouble making it alone" (2002, p. 313-314). Many LD/ESOL college students also have trouble making it alone. Some form of mentoring by teachers or program personnel will help students make the cultural transition to studying in a new environment. Combining services for students with learning disabilities with development of academic English skills will strengthen students' chances for success.

Appendix

Motivation and Emotional Well-Being Checklist
Name of Student_____

Please circle the word that best describes the student for each statement. Statement are written in the present tense even though some of your students are in the past. Thank you very much

1. Student is up to date with assignments.
1. seldom 2. some of the time 3. most of the time 4. almost always

2. Student goes to class prepared
1. seldom 2. some of the time 3. most of the time 4. almost always

3. Students works to get good grades even in classes he/she doesn't like.
1. seldom 2. some of the time 3. most of the time 4. almost always

4. Student sets realistic goals and works to achieve them.
1. seldom 2. some of the time 3. most of the time 4. almost always

5. Student attends classes.
1. seldom 2. some of the time 3. most of the time 4. almost always

6. Student feels that he/she has control over what happens to her/him in school.
1. seldom 2. some of the time 3. most of the time 4. almost always

7. Student studies regularly.
1. seldom 2. some of the time 3. most of the time 4. almost always

8. Student is able to handle getting a bad grade in a test or assignment
1. seldom 2. some of the time 3. most of the time 4. almost always

9. Student is fairly confident about test-taking.
1. seldom 2. some of the time 3. most of the time 4. almost always

10. Student can maintain focus during difficult periods.
1. seldom 2. some of the time 3. most of the time 4. almost always

11. Student persists even when class work is difficult.
1. seldom 2. some of the time 3. most of the time 4. almost always

12. Student is consistent in mood and outlook.
1. seldom 2. some of the time 3. most of the time 4. almost always

13. Student has confidence in his/her abilities in school.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

14. Student has confidence in his/her abilities outside of school.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

15. Student acts with age-appropriate maturity.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

16. Student handles stress adequately.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

17. Student accepts her/his learning problems.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

18. Student demonstrates appropriate social skills.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

19. Student has a positive attitude.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

20. Student believes in the importance of a college education.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

21. Student enjoys learning new things.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

22. Student is able to balance social and academic life.
1. seldom **2. some of the time** **3. most of the time** **4. almost always**

23. Student takes responsibility for his/her learning.
1. seldom **2. some of the time** **3.most of the time** **4. almost always**

From your observation would you say that this student has ADD or ADHD?
Yes **No**

Comments:

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